

Art Curriculum Map and Progression document

St Peter's is an active Catholic Community, inspired by the life of Jesus. It is a place where children learn and grow in a happy, secure and nurturing environment with Christ at its centre.

At St Peter's our aims are that:

- Everyone is encouraged to strive to achieve individual excellence in all learning experiences.
- As part of the Catholic Church in Winchester we support all members of the School community in their journey of faith, by acknowledging and celebrating the presence and active love of God.
- As a Christian community we reach out to parents, the community and the wider world.

The Vision and Mission statements underpin the school curriculum. From these a culture and ethos is generated that supports the spiritual development of all involved in the community. The school is committed to ensuring that the curriculum is broad and balanced in order that the needs of all children are provided for and the uniqueness of each individual is valued. We develop the whole child through striving for excellent academic achievement along with valuing the spiritual, social, moral, cultural, physical and creative development of each individual.

We believe that intelligence is multi-faceted, and children learn in different ways; the curriculum must support this.

In all subjects, **recalling pre-knowledge and skills** is fundamental to our rationale for all curriculum areas. This means that essential linked knowledge/ skills are **revised** and links made with children's current learning in all subjects. Key concepts/ end points for each topic are highlighted and **over-learning** of these areas occurs through **repetition, modelling and scaffolding of learning**. Through our subject-specific Schemes of Work, we make sure that learning for all is progressive and sequential. In addition, reading and vocabulary are emphasised in all subjects. Thus, key concepts become embedded in the **long-term memory**.

Aims

The curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

School Scheme of Work

ART Curriculum Map: Units relate to the Year Group unless otherwise stated.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>In Year R, children are supported in exploring and playing with a wide range of media and materials including but not limited to drawing, paint, printing, textiles, clay. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art. Children will be supported in safely using and exploring a range of materials, tools and techniques, experimenting with colour, design, texture, function and form. Art should be part of the everyday classroom and key skills should be modelled where appropriate. Through continuous provision, children should have plenty of opportunity to use what they have learnt about media and materials in original ways, thinking about uses and purposes and representing their own ideas, thoughts and feelings through art. Children are taught to control a variety of drawing media in order to use lines to create shapes, patterns and textures on a range of surfaces.</p>					
	<p>Children should be taught to:</p> <ul style="list-style-type: none"> hold and control a variety of media and use them to make and repeat various marks and lines name, choose and match colours describe people, objects and places using simple art specific language especially related to colour and shape use lines to create shapes, patterns and textures 					
	<p>Children should experience:</p> <ul style="list-style-type: none"> make drawings from imagination Use a range of media appropriate to children developing motor co-ordination having the opportunity to choose the subject of working looking at and talking about the work of other artists(in classroom) involved in painting and drawing 					
	<p>Children should appreciate:</p> <ul style="list-style-type: none"> different media make different types of marks other artists have drawn and painted the same things that they do 					
Year R	<p>The EYFS could also include as a starting point: Primal painting Feely drawings or drawing by touch Colour Exploring a range of art and craft materials and tools. Exploration of the natural world Making art Encourage children to look at the world as a place containing elements they can manipulate and transform Develop hand eye coordination and dexterity skills Opportunities to explore early mark making Discovery, conversation and sharing A holistic approach to making art Encourage children to explore objects through senses other than sight Promote curiosity, thinking, recall and creative decision making Explore mark making as a way to share information Develop early visual literacy skills Encourage playful exploration Explore sensory perception Encourage children to create their own learning pathways Explore colour as a medium beyond paint Develop observation skills Develop mark making, drawing and painting skills Explore how different art forms can feed into each other (teacher demonstration) Promote group work</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Drawing Skills</p> <p>Discovering charcoal Drawing like a caveman Wax resist Autumn leaves Squiggle drawing</p> <p>National Curriculum Coverage: To use a range of materials.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Learning Targets:</p> <p>Develops drawing skills Introduces charcoal as a medium Develops hand eye coordination Explores tactile and physical drawing skills Connects to early caveman art Introduces graphite, wax resist and watercolour as a medium Explores observational and experimental drawing Explores composition.</p>		<p>Drawing and Sculpture</p> <p>Drawing spirals Drawing spiral snails Clay snails Drawing feathers Making sculpture birds</p> <p>National Curriculum Coverage:</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learning Targets:</p> <p>Develops drawing skills Introduces pastel as a medium Develops hand eye coordination Explores drawing as a physical activity Explores colour and colour mixing in an intuitive way Explores collage Explores link between drawing and making Can be used to explore individual and group work.</p>		<p>Print making</p> <p>Print making with everyday objects. Making their own printing blocks. Plasticine print making</p> <p>National Curriculum Coverage:</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Learning Targets:</p> <p>Introduces print making Explores mark making in a 3D material Explores concept of negative/positive Can be used to explore pattern Explores a variety of media Develops hand eye coordination</p>	

Year 2	<p>Colour Mixing</p> <p>National Curriculum Coverage:</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Learning Targets:</p> <p>Explores the colour wheel (paint) Explores colour mixing Develops cutting skills Introduces the work of Van Gogh</p>	<p>Portraits</p> <p>National Curriculum Coverage:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Learning Targets:</p> <p>Develops drawing skills Introduces children to portraits and self-portraits Explores the shape of the head and features Introduces colour mixing for skin tone Introduces collage Explores three famous portraits.</p>	<p>Fabulous Fish</p> <p>National Curriculum Coverage:</p> <p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learning Targets:</p> <p>Develops drawing, painting, collage and making skills Develops observational drawing skills Develops hand eye coordination Explores tactile and physical drawing skills Develops visualisation and imagination skills Combines drawing and making</p>	
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Year 3	<p>Primal Art</p> <p>National Curriculum Coverage:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in history.</p> <p>Learning Targets:</p> <p>Explores colour pigments and where colours come from Explores primal / prehistoric art Explores early cave art Revises charcoal as a medium Develops hand eye coordination Develops work and skills in collaborating with nature and using natural materials to create pieces of art. Explores shape, pattern and colour in the natural world and how these can be represented. Introduces children to the work of Claudy Jongstra, Thomas Allen and Andy Goldsworthy</p>		<p>This unit is Summer 1 due to DT unit linking with Science.</p> <p>Inspired by Dahl and Blake</p> <p>National Curriculum Coverage:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>To learn about great artists (this plan explores artwork inspired by the illustrator Quentin Blake.</p> <p>Learning Targets:</p> <p>Develops drawing skills Introduces life drawing Explores seeing 'big shapes' and gestural drawing Explores 'intention' Explores how drawing inspires making Explores visual literacy Connects to literature</p>		<p>Typography and 3D Visual Maps</p> <p>National Curriculum Coverage:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint]</p> <p>To learn about great artists, architects and designers in history.</p> <p>Learning Targets:</p> <p>Develops observational drawing skills Encourages children to develop ideas towards something new Introduces ideas about design and communication Explores tactile and physical drawing skills Develops visualisation and imagination skills Combines drawing and making Connects to geography. Explores how Steve Jobs influenced design at Apple (typography).</p>	
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Year 4	<p>Architecture</p> <p>National Curriculum Coverage:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in history.</p> <p>Learning Targets:</p> <p>Develops drawing skills Connects drawing skills to making Develops making skills Enables pupils to make a personal creative response to architecture from other eras. Introduces perspective. Connects to architecture.</p>		<p>Where The Wild Things Are</p> <p>National Curriculum Coverage:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists (this plan explores artwork inspired by the illustrator Maurice Sendak).</p> <p>Learning Targets:</p> <p>Develops drawing, painting, collage and making skills Explores life drawing Empowers children to develop their own ideas Explores context Promotes individual and group creativity Connects to literature</p>		<p>Birds, Dragons and Nests</p> <p>National Curriculum Coverage:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learning Targets:</p> <p>Develops drawing skills and experimental drawing skills Develops hand eye coordination Explores mark making and colour Promotes creative responses Explored 3D making skills Promotes inventiveness and perseverance</p>	
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Year 5	<p>Beautiful Bugs and Funky Flowers</p> <p>National Curriculum Coverage:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in history.</p> <p>Learning Targets:</p> <p>Develops observational drawing skills Introduces children to drawing by touch (drawing what they can feel and not just what they see) Develops colour mixing and colour matching Explores acrylic paint Introduces children to the work of Henri Rousseau Encourages expressive art Connects drawing skills to making Develops peer on peer critique and descriptive feedback</p>	<p>Picasso – Study of a Famous Artist</p> <p>National Curriculum Coverage:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, oil pastels, paint]</p> <p>To learn about great artists, architects and designers in history.</p> <p>Learning Targets:</p> <p>Further develops drawing, painting, colour mixing and collage skills Explores Cubism and Surrealism Introduces children to new art terms, e.g. profile Explores the life and work of Pablo Picasso Explores how mood/life can be portrayed / symbolised in a painting Empowers children to develop their own ideas Gives children the opportunity to evaluate and display their own work.</p>	<p>Inspired by Miro</p> <p>National Curriculum Coverage:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, oil pastels, paint]</p> <p>To learn about great artists, architects and designers in history.</p> <p>Learning Targets:</p> <p>Develops drawing and making skills Explores drawing inspired by sound and mood Develops hand eye coordination Explores construction in 3D from 2D Explores visual literacy Connects to surrealism. Explores concepts about balance and structure. Encourages risk taking.</p>	
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Year 6	<p>Still Life</p> <p>National Curriculum Coverage:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learning Targets:</p> <p>Reminds children to use sketchbooks as tools for recording and thinking. Enhances drawing approaches Helps children overcome 'white page syndrome' Drawing from touch – what does the object <u>feel</u> like? Introduces blind drawing Focuses on careful looking Introduces children to the concept of 'outline', 'form' and 'shadow'. Introduces children to 'grounding' an object in a drawing or painting. Encourages children to look for areas of light and dark Introduces children to ink and foamboard Introduces children to the work of young artist, Rowan Briggs Smith.</p>	<p>Manga Art – From Page to Panel</p> <p>National Curriculum Coverage:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, oil pastels, paint]</p> <p>To learn about great artists and designers.</p> <p>Learning Targets:</p> <p>Further develops drawing and painting skills Teaches children about the history and culture of Japanese Manga / Anime Teaches children how to draw Manga characters Teaches children how to draw Anime eyes Teaches children about figurative drawing and body proportion Teaches children how to develop a storyboard Introduces children to Gouache paint.</p>	<p>Clay Pots and Wave Bowls</p> <p>National Curriculum Coverage:</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, oil pastels, paint]</p> <p>To learn about great artists, architects and designers in history.</p> <p>Learning Targets:</p> <p>Develops 3D making skills Develops Dexterity skills Explores Design Further explores observational drawing Briefly explores the work of ceramicist Grayson Perry</p>	
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Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Year R Pupils:

Children are taught to control a variety of drawing media in order to use lines to create shapes, patterns and textures on a range of surfaces. This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Early learning goal	Description of 'exceeding'
16. Exploring and using media and materials	Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed.
17. Being imaginative	Children talk about the ideas and processes, which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.

Birth to Five Matters

<p>Specific Areas: Expressive Arts and Design</p> <ul style="list-style-type: none"> • Creating with materials • Being Imaginative and Expressive <p>Children and adults have the right to participate in arts and culture. Expression conveys both thinking (ideas) and feeling (emotion). Children use a variety of ways to express and communicate through music, movement and a wide range of materials. Creative thinking involves original responses, not just copying or imitating existing artworks.</p> <p>Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking. It requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensory, first-hand experiences help children to connect and enquire about the world. Appreciating diversity and multiple perspectives enriches ways of thinking, being and understanding. Skills are learned in the process of meaning-making, not in isolation.</p>	<p>Holistic Development and Learning:</p> <p>Expressive Arts and Design</p> <p>The child is expressing themselves through their actions and sounds. They experience the colour, form, texture, sound and nature of an apple, making connections with previous experiences and building a memory of apples to draw on in their own representations and understanding those of others.</p> <p>The children have used resources to develop their own ideas, transforming the resources into a new structure. In their play, they can use flexible thinking to try out and evaluate possibilities.</p>
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Key stage 1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Below are the more generalised skills that should be developed across a child's learning journey.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Progression of skills

General points when undertaking all artwork: Children should be taught to...

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● Hold a pencil, and paintbrush correctly. ● Make marks on paper and give meaning to the marks they have made. ● Care for tools and materials and hold them correctly. ● To a pair of scissors safely and correctly and to be able to use them effectively. ● Follow instructions. ● Work safely with new tools and materials. ● Recognise and name primary and secondary colours. ● Join paper/card etc together using glue or sticky tape. ● Use ICT to create pictures. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● Develop their sketching and drawing techniques. ● Recognise and name primary and secondary colours and know which primary colours make which secondary colours. ● Use, recognise and describe lines, patterns, textures and basic shapes in their work. ● Care for tools and materials and use them correctly, cleaning them after use and storing them away. ● Fix papers and objects together using a limited range of adhesives. ● Cut a range of basic shapes with increasing accuracy. ● Use photographs as resources for the current work without becoming reliant upon them. ● Use ICT to create artwork. ● Follow instructions. ● Work safely with new tools, materials and processes. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● Collect and develop info as sketches and drawings prior to a final piece of work. ● Recognise and name primary, secondary and most tertiary colours and know which colours are mixed together to make other colours. ● Use, recognise and describe lines, patterns, textures and basic shapes in their work and in the work of other artists. ● Care for tools and materials and use them correctly, cleaning them after use and storing them away. ● Fix papers and objects together using a limited range of adhesives. ● Cut a range of basic shapes with increasing accuracy ● Use photographs as resources for the current work without becoming reliant upon them. ● Use the computer in support of their work. ● Follow instructions <p>Work safely with new tools, materials and processes.</p>	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● Use a sketch book and know what to use it for. ● Collect and develop information as sketches and drawings prior to a final piece of work. ● Begin to research the topic in hand by collecting relevant information. ● Recognise, define and describe a developing variety of colour, tone, line, pattern, texture and shape ● Choose, use, clean and store tools and materials with care. ● Fix papers and objects together using a range of adhesives and tapes, ● Cut a range of complex shapes with increasing accuracy ● Increase their range of techniques and skills through instruction and experimentation. ● Use the computer in support of their work. ● Follow instructions ● Work safely with new tools, materials and processes. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● Use a sketch book and know what to use it for. ● Collect and develop information as sketches and drawings prior to a final piece of work. ● Begin to research the topic in hand by collecting relevant information. ● Recognise, define and describe a developing variety of colour, tone, line, pattern, texture and shape ● Choose, use, clean and store tools and materials with care. ● Fix papers and objects together using a range of adhesives and tapes, ● Cut a range of complex shapes with increasing accuracy ● Increase their range of techniques and skills through instruction and experimentation. ● Use the computer in support of their work. ● Mount their work ready for display ● Follow instructions without constant reminders ● Work safely with new tools, materials and processes. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● maintain a sketch book and use it to show their ideas and interests and to support on-going work ● plan their work, to research the topic, collect and develop information as experiments, sketches and drawings prior to a final piece of work ● recognise, define and use the key elements of colour, tone, line, pattern, texture, form, shape and space ● choose, use, clean and store tools and materials with care ● fix papers and objects together using a wide range of appropriate tools and materials ● increase their range of techniques and skills through instruction and experimentation ● use the computer in support of their work ● mount their work choosing appropriate methods to enhance the final result ● work safely with new tools, materials and processes 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● maintain a sketch book and use it to show their ideas and interests and to support on-going work ● plan their work, to research the topic, collect and develop information as experiments, sketches and drawings prior to a final piece of work ● recognise, define and use the key elements of colour, tone, line, pattern, texture, form, shape and space ● choose, use, clean and store tools and materials with care ● fix papers and objects together using a wide range of appropriate tools and materials ● increase their range of techniques and skills through instruction and experimentation ● use the computer in support of their work ● mount their work choosing appropriate methods to enhance the final result ● work safely with new tools, materials and processes

General points when undertaking all artwork: Children should experience...

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Chn should experience...</p> <ul style="list-style-type: none"> Gathering and using limited source material in support of on-going work. Working from first-hand experience. Planning the sequence of the work and identifying what the outcome might look like. Talking about their work, naming tools and the materials used and describing how their work was produced. Working to simple criteria defined the teacher. Talking about how they think their work might look when it is finished. Working in 2 and 3 dimensions. Sustaining a piece of work and deciding when it is completed. Changing their work, of its approach, as it develops. The requirements of AT2 alongside the current work wherever possible. <p>Working individually, in pairs, groups and as a whole class.</p>	<p>Chn should experience...</p> <ul style="list-style-type: none"> Gathering and using limited source material in support of on-going work. Constructing displays Working from first-hand experience. Planning the sequence of the work and identifying what the outcome might look like. Talking about their work, naming tools and the materials used and describing how their work was produced. Working to simple criteria defined the teacher. Talking about how they think their work might look when it is finished. Relating the subjects and processes of their work to the work of other artists from a range of times and cultures. Looking at the work of artists, craftspeople and designers in the locality. Working in 2 and 3 dimensions. Sustaining a piece of work and deciding when it is completed. Changing their work, of its approach, as it develops. The requirements of AT2 alongside the current work wherever possible <p>Working individually, in pairs, groups and as a whole class.</p>	<p>Chn should experience...</p> <ul style="list-style-type: none"> Constructing displays, e.g. of things to work from or of their work. Gathering limited source material, including photographs to support on-going work Looking at the work of artists, craftspeople and designers from a range of times and cultures, including those who are represented in the locality. Working from first-hand experience, including from observation <p>Talking about their work, naming tools and the materials used and describing how their work was produced.</p> <ul style="list-style-type: none"> Working to relevant criteria as defined by the teacher Planning to work in 2 and 3 dimensions Undertaking simple planning for their work to include how the work could be undertaken and what the final result might look like. Collecting resources to support the task and selecting the approach to the work in hand Select and use photographs as resources for the current work without becoming reliant upon them. Changing their work or its approach as it develops Relating the subjects and processes of their work to the work of other artists. Sustaining a piece of work from initial ideas through to completion Working individually, in pairs, groups and as a whole class. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> Constructing displays, e.g. of things to work from or of their work. Gathering limited source material, including photographs to support on-going work Looking at the work of artists, craftspeople and designers from a range of times and cultures, including those who are represented in the locality. Working from first-hand experience, including from observation <p>Talking about their work, naming tools and the materials used and describing how their work was produced.</p> <ul style="list-style-type: none"> Working to relevant criteria as defined by the teacher and beginning to identify personal criteria Planning to work in 2 and 3 dimensions Undertaking simple planning for their work to include how the work could be undertaken and what the final result might look like. Justifying their approach to the work Collecting resources to support the task and selecting the approach to the work in hand Select and use photographs as resources for the current work without becoming reliant upon them. Changing their work or its approach as it develops Relating the subjects and processes of their work to the work of other artists. Sustaining a piece of work from initial ideas through to completion Working individually, in pairs, groups and as a whole class. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> planning how the work should be undertaken including identifying the outcome and how it might be evaluated planning the techniques to be used, resourcing them and adapting them to achieve the desired effects planning to work in 2 and 3 dimensions achieving the predicted outcome, amending it whilst working and sustaining the idea through to completion following instructions and working to a range of criteria as defined by the teacher as well as setting their own personal targets talking confidently about their work, explaining how the work was conceived and justifying any decisions made researching the task in hand and showing the outcomes of this in the final work working from first-hand experience, including from observation relating the subjects and processes of their work to the work of other artists the work of other artists, crafts people, and designers from a range of times and cultures according to those who are represented in the locality constructing displays e.g. of things to work from and also of their work working individually, in pairs, groups, and as a whole class. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> planning how the work should be undertaken including identifying the outcome and how it might be evaluated planning the techniques to be used, resourcing them and adapting them to achieve the desired effects planning to work in 2 and 3 dimensions achieving the predicted outcome, amending it whilst working and sustaining the idea through to completion following instructions and working to a range of criteria as defined by the teacher as well as setting their own personal targets talking confidently about their work, explaining how the work was conceived and justifying any decisions made researching the task in hand and showing the outcomes of this in the final work working from first-hand experience, including from observation relating the subjects and processes of their work to the work of other artists the work of other artists, crafts people, and designers from a range of times and cultures according to those who are represented in the locality constructing displays e.g. of things to work from and also of their work working individually, in pairs, groups, and as a whole class.

General points when undertaking all artwork: Children should appreciate...

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Artwork can record how they feel as well as what they have seen, experienced and imagined. • Their artwork is personal to them. • Their artwork can be understood and appreciated by others. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Artwork can record how they feel as well as what they have seen, experienced and imagined. • Their artwork is personal to them. • Their artwork can be understood and appreciated by others. • Other artists have used the same subjects as stimulus for their work. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Artwork is personal to them and can record how they feel as well as what they have seen, experienced and imagined. • Their artwork can be understood and appreciated by others • Other artists have used the same stimulus for their work and that their work is different and emphasises different aspects and qualities. • With practise, their art skills and abilities can improve • Their artwork can be understood and appreciated by others. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Artwork is personal to them and can record how they feel as well as what they have seen, experienced and imagined. • Their artwork can be understood and appreciated by others • Other artists have used the same stimulus for their work and that their work is different and emphasises different aspects and qualities. • With practise, their art skills and abilities can improve • Their artwork can be understood and appreciated by others 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • art work can record how they feel as well as what they have seen, experienced and imagined • their artwork is individual to them and can develop in ways that are personal to their ideas • other artists have used the same stimulus for their work and by emphasising different aspects have achieved very different end results • with practise, their art skills and abilities can and will improve • techniques can be adapted to achieve specific effects 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • art work can record how they feel as well as what they have seen, experienced and imagined • their artwork is individual to them and can develop in ways that are personal to their ideas • other artists have used the same stimulus for their work and by emphasising different aspects have achieved very different end results • with practise, their art skills and abilities can and will improve • techniques can be adapted to achieve specific effects

General points when undertaking all artwork: Reviewing and Evaluating

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Chn should review and evaluate their work and the work of others by...</p> <ul style="list-style-type: none"> • Talking to the teacher about their work during its progress and when completed. • Relating their finished work to the criteria as defined by the teacher. • Identifying where success has been achieved and how this could be developed in future. 	<p>Chn should review and evaluate their work and the work of others by...</p> <ul style="list-style-type: none"> • Talking to the teacher about their work during its progress and when completed. • Relating their finished work to the criteria as defined by the teacher. • Identifying where success has been achieved and how this could be developed in future. • Having the opportunity to reflect upon, and talk about, a collection of their work. 	<p>Chn should review and evaluate their work and the work of others by...</p> <ul style="list-style-type: none"> • Talking to the teacher about their work during its progress and when completed. • Identify strengths and areas for development in their work. • Practising the language of the subject to explain their work and the work of other artists. • Relating their finished work to the criteria as defined by the teacher • Having the 	<p>Chn should review and evaluate their work and the work of others by...</p> <ul style="list-style-type: none"> • Talking to the teacher about their work during its progress and when completed. • Identify strengths and areas for development in their work. • Practising the language of the subject to explain their work and the work of other artists. • Relating their finished work to the criteria as defined by the 	<p>Chn should review and evaluate their work and the work of others by...</p> <ul style="list-style-type: none"> • Talking to the teacher about their work during its progress and when completed • Identifying their strengths and areas for development and having strategies for improvement to apply to future work. • Relating their finished work to the criteria as defined by the teacher and by themselves. • Having the opportunity 	<p>Chn should review and evaluate their work and the work of others by...</p> <ul style="list-style-type: none"> • Talking to the teacher about their work during its progress and when completed • Identifying their strengths and areas for development and having strategies for improvement to apply to future work. • Relating their finished work to the criteria as defined by the teacher and by themselves. • Having the

		<ul style="list-style-type: none"> Practising the language of the subject to explain their work and the work of other artists. 	opportunity to reflect upon, and talk about, a collection of their work.	<p>teacher</p> <ul style="list-style-type: none"> Having the opportunity to reflect upon, and talk about, a collection of their work. 	to reflect upon, and talk about, a collection of their work.	opportunity to reflect upon, and talk about, a collection of their work.
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Drawing and Painting:

Frequency

- Practised frequently, including when undertaking illustration for other subject areas.
- Painting skills need regular development and should be experienced in their own right once each half term.

Observational drawing and / or painting should happen at least once each half term.

Children should be taught:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chn should...</p> <p>Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines - thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>visual awareness.</p> <p>Be encouraged to develop accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, 'Where are they?')</p> <p>The primary colours to ensure they know their names.</p>	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> Develop use and control of an increasing variety of media, to name them and begin to predict the results that they might achieve. Use lines and marks to create an increasing range of shapes, patterns and textures. Colour in accurately with paint as well as drawing materials. Mix and match basic colours. Name primary and secondary colours. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> Develop use and control of an increasing variety of media, to name them and begin to predict the results that they might achieve. Use lines and marks to create an increasing range of shapes, patterns and textures. Colour in accurately with paint as well as drawing materials. Mix and match basic colours and make them lighter or darker. Name primary, secondary and some tertiary colours and qualify their tonal, value. Work to the size of the paper or surface. Make drawings and paintings to show increasing detail, context and use of the visual elements. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> Use and control more specialist media to explore ways in which they can be applied to achieve particular effects Identify key visual elements, e.g. colour, line, shape, space in their work and the work of others Begin to adapt and apply colours to achieve tonal effects, patterns and textures. Begin to match the approach to the scale of the work. Describe what they have achieved and how it was produced using art language Make drawings and painting that include detail and content Recognise and apply the proportions of the human body. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> Use and control more specialist media to explore ways in which they can be applied to achieve particular effects Identify key visual elements, e.g. colour, line, shape, space in their work and the work of others Begin to adapt and apply colours to achieve tonal effects, patterns and textures. Begin to match the approach to the scale of the work. Describe what they have achieved and how it was produced using art language Make drawings and painting that include detail and content Recognise and apply the proportions of the human body. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> work with wide range of more specialist media and to mix media to achieve desired effects use the primary colours, and black and white to mix a full range of hues and tones compose the work and plan the effective use of available space describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment, and defines the process of working in the context of the key elements develop techniques to enable them to use the key elements of line, tone etc., including proportion and simple perspective in their work. discover, know and use the proportions of the human body. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> work with wide range of more specialist media and to mix media to achieve desired effects use the primary colours, and black and white to mix a full range of hues and tones compose the work and plan the effective use of available space describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment, and defines the process of working in the context of the key elements develop techniques to enable them to use the key elements of line, tone etc., including proportion and simple perspective in their work. discover, know and use the proportions of the human body.

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Drawing and Painting:

Frequency

- Practised frequently, including when undertaking illustration for other subject areas.
- Painting skills need regular development and should be experienced in their own right once each half term.

Observational drawing and / or painting should happen at least once each half term.

Children should experience:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chn should experience...</p> <p>Exploring and using a range of drawing and painting materials and tools.</p> <p>Chn should have opportunities to draw in a variety of ways e.g.</p> <p>Laying on their backs beneath a table and reaching up to draw on paper stuck on the underside of the table.</p> <p>Drawing standing up e.g. on an easel or on paper that is stuck vertically to a wall or fence.</p> <p>Drawing laying on their tummies.</p> <p>Drawing by sitting or standing at a table.</p> <p>Children should experience drawing on paper of noticeably different scales.</p> <p>Chn should have opportunities to draw and paint from first hand observation as well as from their memory/experience and their imagination.</p>	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience • Beginning to draw for a range of purposes. • An increasing range of media for drawing and painting. • Drawing and painting on a range of scales. • Making drawings using the computer. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience • Beginning to draw for a range of purposes • An increasing range of media for drawing and painting • Working from the human figure in a range of poses and circumstances. • Drawing and painting on a range of surfaces and scales. • Choosing the subject of working from a limited range provided by the teacher. • Looking at the drawings and paintings of other artists that represent a variety of cultures, and times and relating them to their own work. • Making drawings 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience. • Drawing for different purposes using a range of styles. • Selecting media from a limited range and deciding how it might be used. • Working on a range of surfaces and scales and beginning to choose the scale and surface appropriate to the work. • Working from the human figure in a range of active and passive situations. • Looking at a wide variety of drawings and paintings made by artists from a variety of cultures and times and relating them to their own work. • The work of other artists to begin to identifying styles. • Making drawings using the computer. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience. • Drawing for different purposes using a range of styles. • Selecting media from a limited range and deciding how it might be used. • Working on a range of surfaces and scales and beginning to choose the scale and surface appropriate to the work. • Working from the human figure in a range of active and passive situations. • Looking at a wide variety of drawings and paintings made by artists from a variety of cultures and times and relating them to their own work. • The work of other artists to begin to identifying styles. • Making drawings using the computer. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience. • selecting the media and predict how they might be used • choosing the scale and surface appropriate to the work • drawing and painting the human figure in isolation, in groups and set in different environments • choosing the style of drawing to match the purpose • a wide range of drawings and paintings made by other artists from a variety of cultures and times and relating them to their own work • looking at and talking about the work of other artists to demonstrate a knowledge of styles • making drawings using the computer. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • making drawings and paintings from observation, experience and imagination with the emphasis on first-hand experience. • selecting the media and predict how they might be used • choosing the scale and surface appropriate to the work • drawing and painting the human figure in isolation, in groups and set in different environments • choosing the style of drawing to match the purpose • a wide range of drawings and paintings made by other artists from a variety of cultures and times and relating them to their own work • looking at and talking about the work of other artists to demonstrate a knowledge of styles • making drawings using the computer.

Experimentation of colour mixing to make new colours (but no formal teaching).		using the computer.				
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Drawing and Painting:

Frequency

- Practised frequently, including when undertaking illustration for other subject areas.
- Painting skills need regular development and should be experienced in their own right once each half term.

Observational drawing and / or painting should happen at least once each half term.

Children should appreciate:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Different media are appropriate for different tasks. • Media can be applied in different ways to achieve different effects. • Their skill of drawing and painting can develop with practise • Drawing can be planning for another piece of work or an end in itself. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Different media are appropriate for different tasks. • Media can be applied in different ways to achieve different effects. • Their skill of drawing and painting can develop with practise • The individual key elements of art can be explored separately or combined within the same piece of work. • Drawing can be planning for another piece of work or an end in itself. • The surface and its tone need to be selected to enhance the use of the media. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Media can be used and applied in a variety of ways involving changes in pressure, speed, and a range of different hand/arm movements. • Drawing and painting needs to be practised to develop personal skills • The elements of art are important in themselves but need to be combined in the creation of a painting of drawing. • Drawing can be planning for another work or and end in itself. • Styles of drawing can be developed and used for different purposes. • The range of artists who observe the same thing or have the same kind of experience can produce work that is very different. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Media can be used and applied in a variety of ways involving changes in pressure, speed, and a range of different hand/arm movements. • Drawing and painting needs to be practised to develop personal skills • The elements of art are important in themselves but need to be combined in the creation of a painting of drawing. • Drawing can be planning for another work or and end in itself. • Styles of drawing can be developed and used for different purposes. • The range of artists who observe the same thing or have the same kind of experience can produce work that is very different. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • they can control a wide range of media to devise pre-determined effects in support of the work • the choice of media and the way in which it is applied can enhance the expression of ideas and feelings • the ability to draw and paint needs to be practised to develop and extend personal skills • the elements of art are important in themselves but need to be combined in the creation of a painting or drawing • the emphasis of specific elements can reinforce the purpose of the work • drawing can be planning for another work or an end in itself ○ styles of drawing can be developed and used for different purposes 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • they can control a wide range of media to devise pre-determined effects in support of the work • the choice of media and the way in which it is applied can enhance the expression of ideas and feelings • the ability to draw and paint needs to be practised to develop and extend personal skills • the elements of art are important in themselves but need to be combined in the creation of a painting or drawing • the emphasis of specific elements can reinforce the purpose of the work • drawing can be planning for another work or an end in itself ○ styles of drawing can be developed and used for different purposes

Printmaking:

Frequency

- Experience various types of printing twice a year.

Children should be taught to:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chn should be taught to...</p> <p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours.</p>	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Load a range of different kinds of objects with paint and print them. • Ink up a block and print a regular and irregular pattern. • Investigate a range of other techniques, e.g. using cut stencils. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Load a range of different kinds of objects with paint and print them. • Make a simple printing block e.g. from sponge or potato. • Ink up a block and print a regular and irregular pattern. • Make a monoprint using wax crayons. • Investigate a range of other techniques, e.g. using cut stencils. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Build a printing block by applying card, string, wool etc. • To ink up a block and print a regular and off-set pattern, e.g. half drop • Investi gate a range of other techniques e.g. print making on fabric, with a range of objects and as represented in the work of other artists • Use the computer to create patterns e.g. Christmas wrapping paper using repeated patterns / images. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Make a more complex printing block from polystyrene printing tiles or similar • Build a printing block by applying card, string, wool etc. • To ink up a block and print a regular and off-set pattern, e.g. half drop • Investi gate a range of other techniques e.g. print making on fabric, with a range of objects and as represented in the work of other artists • Use the computer to create patterns e.g. Christmas wrapping paper using repeated patterns / images. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • make a more complex printing block from polystyrene printing tiles or similar and cutting it to apply more than one colour • build a complex printing block by applying card, string, wool etc. • ink up a block and print regular and irregular prints • develop offset prints that investigate a range of tessellated approaches • develop the art language to enable them to identify and talk about pattern and texture in natural and made objects • relate their work to the work of other artists and describe how these prints could have been made • develop their own repeated patterns using the computer. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • make a more complex printing block from polystyrene printing tiles or similar and cutting it to apply more than one colour • build a complex printing block by applying card, string, wool etc. • ink up a block and print regular and irregular prints • develop offset prints that investigate a range of tessellated approaches • develop the art language to enable them to identify and talk about pattern and texture in natural and made objects • relate their work to the work of other artists and describe how these prints could have been made • develop their own repeated patterns using the computer.

Printmaking:

Frequency

- Experience various types of printing twice a year.

Children should experience:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chn should experience...</p> <p>Imitating and creating their own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns.</p> <p>Simple symmetry – folding painted butterflies.</p> <p>BOOK stimulus – 'My mum and dad make me laugh' (spots and stripes) use junk and painting materials to create irregular spot and stripe collages.</p>	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Experimenting with a growing range of printing methods. • Choosing objects from which to print to achieve specific results. • Printing to make pictures, patterns and / or textures. • Print regular patterns. • Working on a range of scales. • Identifying and talking about pattern. • Talking about their prints and how they were made. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Experimenting with a growing range of printing methods. • Choosing objects from which to print to achieve specific results. • Printing to make pictures, patterns and / or textures including overlaying. • Print more complex regular / irregular patterns. • Working on a range of surfaces and scales. • Creating printed patterns and textures for collage. • Identifying and talking about pattern and texture in natural and man-made objects. • Talking about their prints and how they were made. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Experimenting with a growing range of printing methods. • Choosing objects with which to print to achieve specific results • Developing monoprints to show use of line, pattern and texture • Printing more complex regular and irregular patterns • Collecting printmaking patterns and textures • Working on a range of scales and surfaces, including fabric • Creating printed pattern and texture in natural and man-made objects • Talking about their print and the work of others and explaining how it was made. • Talking about prints made by other artists using a range of 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Experimenting with a growing range of printing methods. • Choosing objects with which to print to achieve specific results • Developing monoprints to show use of line, pattern and texture • Printing more complex regular and irregular patterns • Collecting printmaking patterns and textures • Working on a range of scales and surfaces, including fabric • Designing and creating printed pattern and texture in natural and man-made objects • Talking about their print and the work of others and explaining how it was made. • Talking about prints made by other artists using 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • experimenting with and combining a growing range of printing techniques • choosing methods of printing to achieve specific results • show use of line, pattern, texture, shape and colour in their prints • planning to use printing to make pictures, patterns and/or textures • collecting and classifying a range of printed effects • printing more complex regular and irregular patterns • planning the work to incorporate the scale, the surface the method and the final result. • designing printed patterns and textures for collage talking about their print, explaining the print process and relating it to the prints of other artists and designers. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • experimenting with and combining a growing range of printing techniques • choosing methods of printing to achieve specific results • show use of line, pattern, texture, shape and colour in their prints • planning to use printing to make pictures, patterns and/or textures • collecting and classifying a range of printed effects • printing more complex regular and irregular patterns • planning the work to incorporate the scale, the surface the method and the final result. • designing printed patterns and textures for collage talking about their print, explaining the print process and relating it to the prints of other artists and designers.

			techniques.	a range of techniques.		
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Printmaking:

Frequency

- Experience various types of printing twice a year.

Children should appreciate that:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • The same objects and printing materials can be used for varying effects. • A print can be a picture in its own right and a repeated pattern or texture. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • The same objects and printing materials can be used for varying effects. • A print can be a picture in its own right and a repeated pattern or texture. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Printing can be achieved through a range of ways of working. • Printing methods can be combined to achieve yet more results. • A print can be a picture in its own right and a repeated pattern or texture. • Tessellations can be used as a basis for repeat prints. (the tiling of a plane using one or more geometric shapes, called tiles, with no overlaps and no gaps). 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Printing can be achieved through a range of ways of working. • Printing methods can be combined to achieve yet more results. • A print can be a picture in its own right and a repeated pattern or texture. • Tessellations can be used as a basis for repeat prints. (the tiling of a plane using one or more geometric shapes, called tiles, with no overlaps and no gaps). 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • printing can be achieved through a wide range of techniques. • printing methods can be combined to achieve yet more results. • a print can be a picture in its own right and a repeated pattern or texture. • tessellations can be used as a basis for repeated prints. • photography is a form of printing. • printing is widely used commercially, for example, fabrics, papers and magazines, packaging and other forms of easily reproduced graphic design. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • printing can be achieved through a wide range of techniques. • printing methods can be combined to achieve yet more results • a print can be a picture in its own right and a repeated pattern or texture • tessellations can be used as a basis for repeated prints • photography is a form of printing. • printing is widely used commercially, for example, fabrics, papers and magazines, packaging and other forms of easily reproduced graphic design.

Sculpture:

Children should be taught to:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● Handle, feel and manipulate materials. ● Construct and build from simple objects. ● Pull apart and reconstruct. ● Shape and model from observation and imagination. ● Impress and apply simple decoration. ● Use simple language created through discussion. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● Mould malleable materials, e.g. dough or clay, to create shapes that can be combined to make objects. ● Build junk models and prepare them for painting and decorating. ● Use a range of simple tools to cut, shape and impress patterns and textures in a range of materials. ● Fold and cut paper and thin card of varying thicknesses. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● Mould malleable materials, e.g. dough or clay, to create shapes that can be combined to make objects. ● Follow instructions to assemble and dis-assemble a range of construction kits to build specific objects. ● Build junk models and prepare them for painting and decorating by covering them with layers of paper. ● Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials. ● Fold, pleat and cut paper and thin card of varying thicknesses. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● Mould malleable materials, e.g. clay, to create objects and people from a range of component shapes. ● Use simple techniques for building and joining clay. ● Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials. ● Create simple shapes from paper and card. ● Use papier-mâché to model 3D shapes. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● Mould malleable materials, e.g. clay, to create objects and people from a range of component shapes. ● Use simple techniques for building and joining clay. ● Use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials. ● Create simple shapes from paper and card. ● Use papier-mâché to model 3D shapes. ● Make armatures to support the work (a framework around which the sculpture is built, providing structure and stability) ● Make plaster casts. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● design and create planned sculptures from single and combined media using some of the following techniques and processes: <ul style="list-style-type: none"> ● using a range of techniques for building, joining and decorating clay. ● using a wide range of simple tools to cut, shape and impress patterns and textures in a range of materials including paper. ● carving using plaster and other appropriate materials. ● creating papier-mâché and using it to model 3D shapes in a range of scales. ● weaving patterns using threads and other appropriate materials of varying thicknesses. ● using plaster impregnated bandage over armatures (modrock). 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> ● design and create planned sculptures from single and combined media using some of the following techniques and processes: <ul style="list-style-type: none"> ● using a range of techniques for building, joining and decorating clay. ● using a wide range of simple tools to cut, shape and impress patterns and textures in a range of materials including paper. ● carving using soft wood, plaster and other appropriate materials. ● creating papier-mâché and using it to model 3D shapes in a range of scales. ● weaving patterns using threads and other appropriate materials of varying thicknesses. ● using plaster impregnated bandage over armatures (modrock)

Sculpture:

Children should experience:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chn should experience...</p> <ul style="list-style-type: none"> ● Handling, feeling and manipulating materials. ● Constructing and building from simple objects. ● Pulling apart and reconstructing. ● Shaping and modelling from observation and imagination. ● Impressing and applying simple decoration. ● Using simple language created through discussion. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> ● Building and constructing structures from by combining materials. ● Working on a range of scales and sizes. ● Modelling with malleable materials. ● Building structures using commercial construction kits (e.g. Lego, wooden blocks) ● Talking about the materials, how they have been worked and the final result. ● Talking about their sculptures. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> ● Building and constructing structures by combining materials. ● Working on a range of scales and sizes. ● Modelling with malleable materials. ● Building structures using commercial construction kits (e.g. Lego, wooden blocks) ● Talking about the materials, how they have been worked and the final result. ● Talking about their sculptures and those of others. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> ● Building and constructing structures from a wide range of materials and objects. ● Working on a range of scales and sizes. ● Combining materials and processes to achieve required effects and meet specific design requirements. ● Working with specific malleable (especially clay) and resistant materials to explore their qualities. ● Planning the sculpture and selecting appropriate materials and tools to work with. ● Talking about their sculptures and relating their work t the work of other sculptors. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> ● Building and constructing structures from a wide range of materials and objects. ● Working on a range of scales and sizes. ● Combining materials and processes to achieve required effects and meet specific design requirements, for example in the production of a large figure involving an armature, the building of the body and its decoration. ● Working with specific malleable (especially clay) and resistant materials to explore their qualities. ● Planning the sculpture and selecting appropriate materials and tools to work with ● Talking about their sculptures and relating 	<p>Chn should experience...</p> <ul style="list-style-type: none"> ● planning the sculpture to include the materials, the tools and the ways of working. ● choosing the materials that are appropriate to the subject. ● talking about their sculptures, how they were created, and the ideas being investigated relating the work to the work of other sculptors. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> ● planning the sculpture to include the materials, the tools and the ways of working. ● choosing the materials that are appropriate to the subject. ● talking about their sculptures, how they were created, and the ideas being investigated relating the work to the work of other sculptors.

				their work t the work of other sculptors.		
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Sculpture:
Children should appreciate that:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Materials have their own qualities and require working with particular sets of tools. • Sculptures are often completed over a period of time which involves more than one process and stage of working. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Materials have their own qualities and require working with particular sets of tools. • Sculptures are often completed over a period of time which involves more than one process and stage of working. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Materials have their own qualities and different tools can be used to achieve a variety of results. • Sculptures can be planned and appropriate materials can be chosen to reinforce the idea of the work. • Sculptures can be undertaken on a wide range of scales. • A sculpture needs to be viewed from all angles. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Materials have their own qualities and different tools can be used to achieve a variety of results. • Sculptures can be planned and appropriate materials can be chosen to reinforce the idea of the work. • Sculptures can be undertaken on a wide range of scales and the scale has implications for the choice of materials. • A sculpture needs to be viewed from all angles. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • The choice of materials and the ways of working can enhance the ideas of the work. • Sculpture is similar to drawing and painting in the third dimension. • Sculpture needs to be viewed from all angles and each view needs to be considered when the structure is being developed. • Light can be used to enhance sculpture 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • The choice of materials and the ways of working can enhance the ideas of the work. • Sculpture is similar to drawing and painting in the third dimension. • Sculpture needs to be viewed from all angles and each view needs to be considered when the structure is being developed • Light can be used to enhance sculpture

Collage:

Frequency

- Experience various types of collage for different purposes twice a year.

Children should be taught to:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chn should be taught to...</p> <p>Handle and manipulate materials.</p> <p>Create simple collages using paper, pasta, beans and larger tactile things.</p> <p>Select, sort and tears materials and glue items down.</p>	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut straight and curved lines with some accuracy. • Tear paper into strips and shapes with some accuracy. • Apply adhesive sparingly to a range of materials and stick them down accurately. • Classify materials into colours and surface textures. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut straight and curved lines from a range of materials with some accuracy. • Tear paper into strips and shapes with some accuracy. • Apply adhesive sparingly to a range of materials and stick them down accurately. • Classify materials into colours and surface textures. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut complex shapes from a range of materials with increasing accuracy. • Tear paper to pre-determined strips and shapes. • Change the surface of materials by, for example, crimpling, creasing, folding, pleating, scoring, tearing, fraying. • Apply adhesive sparingly and stick shapes down accurately. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut complex shapes from a range of materials with increasing accuracy. • Tear paper to pre-determined strips and shapes. • Change the surface of materials by, for example, crimpling, creasing, folding, pleating, scoring, tearing, fraying. • Apply adhesive sparingly and stick shapes down accurately. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • accurately cut complex shapes from a range of materials. • use more specialist cutting equipment and adhesives. • alter and amend a range of surfaces to create new textures appropriate to the work. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • accurately cut complex shapes from a range of materials. • use more specialist cutting equipment and adhesives. • alter and amend a range of surfaces to create new textures appropriate to the work.

Collage:

Frequency

- Experience various types of collage for different purposes twice a year.

Children should experience:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chn should experience...</p> <ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials. <p>Creating simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selecting, sorting and tearing materials and gluing items down.</p>	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut straight and curved lines with some accuracy. • Tear paper into strips and shapes with some accuracy. • Apply adhesive sparingly to a range of materials and stick them down accurately. • Classify materials into colours and surface textures. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut straight and curved lines from a range of materials with some accuracy. • Tear paper into strips and shapes with some accuracy. • Apply adhesive sparingly to a range of materials and stick them down accurately. • Classify materials into colours and surface textures. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut complex shapes from a range of materials with increasing accuracy. • Tear paper to pre-determined strips and shapes. • Change the surface of materials by, for example, crimpling, creasing, folding, pleating, scoring, tearing, fraying. • Apply adhesive sparingly and stick shapes down accurately. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut complex shapes from a range of materials with increasing accuracy. • Tear paper to pre-determined strips and shapes. • Change the surface of materials by, for example, crimpling, creasing, folding, pleating, scoring, tearing, fraying. • Apply adhesive sparingly and stick shapes down accurately. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • accurately cut complex shapes from a range of materials. • use more specialist cutting equipment and adhesives. • alter and amend a range of surfaces to create new textures appropriate to the work. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • accurately cut complex shapes from a range of materials. • use more specialist cutting equipment and adhesives. • alter and amend a range of surfaces to create new textures appropriate to the work.

Collage:

Frequency

- Experience various types of collage for different purposes twice a year.

Children should appreciate that:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Materials can be selected to reflect the colour & surface texture of the subject. • A range of different materials can be combined in one piece of work. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Materials can be selected to reflect the colour & surface texture of the subject. • A range of different materials can be combined in one piece of work. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Materials can be combined and altered to create new textures that are appropriate for the subject of the work. • The choice of materials to reflect colour, tone and texture can enhance the work. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • Materials can be combined and altered to create new textures that are appropriate for the subject of the work. • The choice of materials to reflect colour, tone and texture can enhance the work. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • The choice of the materials is individual and dependent upon which of the visual elements are the main focus. • Materials can be adapted, combined or changed to create new surface textures and patterns that are appropriate for the work. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> • The choice of the materials is individual and dependent upon which of the visual elements are the main focus. • Materials can be adapted, combined or changed to create new surface textures and patterns that are appropriate for the work.

Textiles:

Frequency

- As part of collage work where appropriate.
- Sewing, weaving and dyeing at least once during the two years

Children should be taught to:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut thin fabric. • Cut threads. • Thread a large eye needle. • Weave a large needle in and out of fabric e.g. Binca. • Weave with paper and/or ribbon. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut fabric into basic shapes. • Cut threads into a variety of similar lengths. • Dye a range of fabrics and threads for collage purposes. • Threading a large eye needle. • Sew using a simple running stitch e.g. with felt. • Weave with paper and card. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut and apply fabrics and threads with some accuracy. • Create and apply new fabric textures by, for example, crumpling, creasing and pleating. • Thread and sew with fine metal needles. • Sew with straight stitches. • Weave using a wide range of fabric strips and threads. • Create patterns in fabric as a result of dying. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut and apply fabrics and threads with some accuracy. • Create and apply new fabric textures by, for example, crumpling, creasing and pleating. • Thread and sew with fine metal needles. • Sew with straight stitches to create patterns and surface decoration. • Use sewing to apply one fabric to another. • Weave using a wide range of fabric strips and threads • Create patterns in fabric as a result of dying. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut a simple paper pattern and use it to create a basic 3D shape from fabric. • Sew pieces of fabric together accurately by hand. • Create new threads by, for example, knotting and plaiting, to use as decoration. 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> • Cut a simple paper pattern and use it to create a basic 3D shape from fabric. • Sew pieces of fabric together accurately using the sewing machine and / or by hand. • Create new threads by, for example, knotting and plaiting, to use as decoration.

Textiles:

Frequency

- As part of collage work where appropriate.
- Sewing, weaving and dyeing at least once during the two years

Children should experience:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Selecting fabrics and threads for collage purpose in terms of colour and texture. • Weaving to create patterns. • Simple sewing. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Selecting fabrics and threads for collage purpose in terms of colour and texture. • Weaving to create textures and patterns. • Simple sewing to create textures and patterns. • Dyeing threads and fabrics that will be used in other textile activities. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Creating collages using appropriately selected fabrics and threads. • Weaving to create textures and patterns. • Tie-dyeing fabrics to achieve patterns and textures. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Creating collages using appropriately selected fabrics and threads. • Weaving to create textures and patterns. • Tie-dyeing fabrics to achieve patterns and textures. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Planning and creating 2D collages and 3D structures using fabrics and threads and combining previously learned techniques as appropriate to the work. • Selecting fabrics and threads to enhance the purpose of the work. • Dyeing fabrics and threads to achieve particular effects required by the work. • Experimenting with techniques to achieve effects that are appropriate to the work. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> • Planning and creating 2D collages and 3D structures using fabrics and threads and combining previously learned techniques as appropriate to the work. • Selecting fabrics and threads to enhance the purpose of the work. • dyeing fabrics and threads to achieve particular effects required by the work. • Experimenting with techniques to achieve effects that are appropriate to the work.
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Textiles:

Frequency

- As part of collage work where appropriate.
- Sewing, weaving and dyeing at least once during the two years

Children should appreciate:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> Fabrics can be created through the process of weaving. Fabrics can be embellished by fastening other materials to it. Sewing is the main method of joining fabrics together. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> Fabrics can be created through the process of weaving and most fabrics can be deconstructed through the process of dyeing. <ul style="list-style-type: none"> The colour of fabrics and threads can be altered through the process of dyeing. Fabrics can be embellished by sewing to create patterns and textures. Sewing is the main method of joining fabrics together. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> Sewing, weaving and dyeing are processes that can be combined to create a particular effect. Tie-dyeing can be used to achieve regular as well as irregular patterns. Sewing can be used to join fabrics, to create textures and patterns on it and to sew objects such as beads and threads to it. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> Sewing, weaving and dyeing are processes that can be combined to create a particular effect. Tie-dyeing can be used to achieve regular as well as irregular patterns. Sewing can be used to join fabrics, to create textures and patterns on it and to sew objects such as beads and threads to it. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> Techniques associated with the working of fabrics and threads can be adapted to fit the requirements of the task. The removal of the need to launder the final result can enable a creative use of techniques and materials. The weight and structure of the fabric and / or the thread has to be considered when selecting them for particular purposes in the work. 	<p>Chn should appreciate that...</p> <ul style="list-style-type: none"> Techniques associated with the working of fabrics and threads can be adapted to fit the requirements of the task. the removal of the need to launder the final result can enable a creative use of techniques and materials. The weight and structure of the fabric and / or the thread has to be considered when selecting them for particular purposes in the work.

Art and ICT:

Frequency

- Some art topics can have ICT as the main focus.
- All topics or art units should have some aspect of ICT.

Children should be taught to:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Children should be taught to ...</p> <ul style="list-style-type: none"> Use simple computer programmes 	<p>Children should be taught to ...</p> <ul style="list-style-type: none"> Use simple computer programmes 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> find images for inspiration and collect them in an art images file / sketch book 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> find images for inspiration and collect them in an art images file / sketch book create ICT files of 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> develop a system for organising images of own art work and collected images. create a graphic document with text for a specific 	<p>Chn should be taught to...</p> <ul style="list-style-type: none"> develop a system for organising images of own art work and collected images. create a graphic document with text for a specific purpose.

	<p>such as paint to create pictures.</p> <ul style="list-style-type: none"> With support, save and print own art works. Use art packages to convey ideas. Use digital cameras and / or iPads to take appropriate pictures or for a specific purpose. 	<p>such as paint to create pictures.</p> <ul style="list-style-type: none"> Use images found on the computer in sketchbooks to support own work. Save and print own art works. Print and source images for inspiration Use online galleries to look at art works linked to themes and topics. Use art packages to convey ideas. Use digital cameras and / or iPads to take appropriate pictures or for a specific purpose 	<ul style="list-style-type: none"> create ICT files of their own art work. create a graphic document with text. explore new tools within an art package as appropriate to task / purpose. use a digital camera, iPad or video to take pictures or video for a specific purpose within their art work. combine text, image and sound use photographs and digital images as starting points for art work use software to create repeating patterns using stamping, symmetry or pattern making tools. use digital cameras or iPads to photograph collaborative, non-permanent and 3D work thinking about angle, size, viewpoint etc as a record for sketchbooks and for evaluation. 	<p>their own art work.</p> <ul style="list-style-type: none"> create a graphic document with text. use information from a range of different sources on the internet in order to put together a presentation on a theme, artist or genre, using both text and images explore new tools within an art package as appropriate to task / purpose. use a digital camera, iPad or video to take pictures or video for a specific purpose within their art work. combine text, image and sound use photo editing software to manipulate images use photographs and digital images as starting points for art work use software to create repeating patterns using stamping, symmetry or pattern making tools. use digital cameras or iPads to photograph collaborative, non-permanent and 3D work thinking about angle, size, viewpoint etc as a record for sketchbooks and for evaluation. use ICT to create montage / collage on screen using found images, photographs and text. 	<p>purpose.</p> <ul style="list-style-type: none"> critically evaluate work and its effectiveness and fitness for purpose. use relevant information from a range of different sources on the internet in order to put together a presentation on a specific theme, artist or genre using text, images and sound. use the full range of tools within an art package with confidence. use hues, shades and tints effectively to create art work using an art software package. evaluate when it is appropriate to use an art package and when another medium would be more suitable. consider choices such as angle, light, focus, closeness and composition when using a digital camera, iPad or video camera. use digital photographs and digital images as starting points for art work. use ICT to respond to an artist's work. combine an image created in ICT with other materials (e.g. transferring an image onto fabric and working into it with embroidery or beads). use photo editing software to manipulate images. 	<ul style="list-style-type: none"> critically evaluate work and its effectiveness and fitness for purpose. use relevant information from a range of different sources on the internet in order to put together a presentation on a specific theme, artist or genre using text, images and sound. select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience (e.g. presenting an account of their gallery trip to their peers) reviving and developing their presentation to make it suitable for a different audience (e.g. parent / governors). use the full range of tools within an art package with confidence. use hues, shades and tints effectively to create art work using an art software package. evaluate when it is appropriate to use an art package and when another medium would be more suitable. consider choices such as angle, light, focus, closeness and composition when using a digital camera, iPad or video camera. use digital photographs and digital images as starting points for art work. use ICT to respond to an artist's work. combine an image created in ICT with other materials (e.g. transferring an image onto fabric and working into it with embroidery or beads). use photo editing software to manipulate images.
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Art and ICT:

Frequency

- Some art topics can have ICT as the main focus.
- All topics or art units should have some aspect of ICT.

Children should experience:

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Chn should experience...</p> <ul style="list-style-type: none"> Using ICT in art. Discussing the 	<p>Chn should experience...</p> <ul style="list-style-type: none"> Using ICT in art. 	<p>Chn should experience...</p> <ul style="list-style-type: none"> opportunities for children to reflect on, discuss and evaluate art work 	<p>Chn should experience...</p> <ul style="list-style-type: none"> opportunities for children to reflect on, discuss and evaluate art work 	<p>Chn should experience...</p> <ul style="list-style-type: none"> opportunities to make choices about how they will incorporate ICT into their art work, 	<p>Chn should experience...</p> <ul style="list-style-type: none"> opportunities to make choices about how they will incorporate ICT into their art work,

	<p>use of ICT in art.</p>	<ul style="list-style-type: none"> • Discussing the use of ICT in art. 	<p>created using ICT</p> <ul style="list-style-type: none"> • opportunities to make choices about how they will incorporate ICT into their art work, considering which programs and equipment they will use. • opportunities to comment on the effectiveness of using ICT in art work. • opportunities to use the internet to explore websites, on-line galleries and children's sites to look at artists' work and art work made by other children. • use of video to record gallery visits or working with an artist. • using ICT to create multiples of art works (e.g. cards, posters, wrapping paper or invitations). 	<p>created using ICT</p> <ul style="list-style-type: none"> • opportunities to make choices about how they will incorporate ICT into their art work, considering which programs and equipment they will use. • opportunities to comment on the effectiveness of using ICT in art work. • opportunities to use the internet to explore websites, on-line galleries and children's sites to look at artists' work and art work made by other children. • use of video to record gallery visits or working with an artist • using ICT to create multiples of art works (e.g. cards, posters, wrapping paper or invitations). 	<p>which programmes and equipment they will use alone or in combination with others.</p> <ul style="list-style-type: none"> • finding images for inspiration and support and collecting them in an art images file. • opportunities to use the internet to explore websites, galleries and children's sites to look at artists' work and that of other children. • opportunities to continue to develop skills in manipulating images using art packages or other software. • using a digital camera or iPad to photograph and evaluate collaborative, non-permanent and 3D work and as a record for sketchbooks. • using ICT to create multiple art works for a specific purpose (e.g. making Christmas cards for a charity enterprise project of invitations for an exhibition). 	<p>which programmes and equipment they will use alone or in combination with others.</p> <ul style="list-style-type: none"> • finding images for inspiration and support and collecting them in an art images file. • opportunities to use the internet to explore websites, galleries and children's sites to look at artists' work and that of other children. • opportunities to continue to develop skills in manipulating images using art packages or other software. • using a digital camera or iPad to photograph and evaluate collaborative, non-permanent and 3D work and as a record for sketchbooks. • using ICT to create multiple art works for a specific purpose (e.g. making Christmas cards for a charity enterprise project of invitations for an exhibition).
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